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ABSTRACT

Intended for use by teachers of mentally gifted students, this curriculum guide contains suggestions and materials useful in programs designed to advance the learning of the mentally gifted. The guide stresses the importance of language as a tool in a technological society. Language skills are examined from a nonverbal, oral, and written perspectives in chapters on: "Goals, Concepts, and Strategies," "Objectives and Activities," and "Further Considerations." The activities in each section of the guide stress personal interaction, group interaction, and teacher-student interaction; and the final section considers ways of integrating these affective class activities into the school curriculum. (A list of selected references on affective aspects of education is appended.) (RB)

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communication skills

CURRICULUM GUIDE FOR TEACHING GIFTED STUDENTS COMMUNICATION SKILLS IN GRADES FOUR THROUGH TWELVE

Prepared for the

DIVISION OF SPECIAL EDUCATION
California State Department of Education

by

JOYCE HAGEN SONNTAG

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FOREWORD

Men sometimes exaggerate to make a point. President James Garfield, for example, was trying to drive home to his audience the importance of a good teacher when he made a statement now famous. "Give me a log hut," he said, "with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus, and libraries without him."

I, of course, do not feel that we can do without buildings, apparatus, and libraries. They are essential to the education of our children. But I do agree with the point that the former President was trying to make; that is, that the teacher is vital to the success of all programs in our schools, including programs for the mentally gifted.

Some critics maintain that mentally gifted children will learn without teachers (or in spite of teachers, the more strident critics say). I do not accept either position. It is true that a gifted child will benefit equally from the same stimuli whether these stimuli are found by chance in the environment or are formally arranged by the teacher. Research shows, however, that the gifted child derives considerably less value from unplanned, unstructured experiences than he does from an educational program aimed expressly at increasing his understanding.

The work of the teachers of the mentally gifted is vital. To assist these teachers, the State Department of Education has directed and coordinated a project to develop appropriate curriculum materials. This publication, one in a series, contains important concepts and suggestions useful in programs for the mentally gifted. I hope that the teachers of the mentally gifted will find the publication useful in the important work entrusted to them.

Superintendent of Public Instruction

PREFACE

This curriculum guide is one of the products of an education project authorized and funded under the provisions of the Elementary and Secondary Education Act, Title V. The guide is intended for use by teachers of students whose mental ability is such that they are classified as mentally gifted.

Curriculum Guide for Teaching Gifted Students Communication Skills in Grades Four Through Twelve is one of a series of curriculum guides for use by teachers of the mentally gifted in grades one through three, four through six, seven through nine, and ten through twelve. The guides, which contain practical suggestions that teachers can use to advantage in particular subject areas, were prepared under the direction of John C. Gowan, Professor of Education, and Joyce Sonntag, Assistant Professor of Education, both of California State University, Northridge.

Also developed as part of the education project is a series of publications intended primarily for use by administrators, consultants, and other professional personnel involved in helping gifted children. These publications were prepared under the direction of Mary N. Meeker, Associate Professor of Education, and James Magary, Associate Professor of Educational Psychology, both of the University of Southern California.

The reader is reminded that the material contained in this publication reflects the judgment of the author and not necessarily that of the Department of Education.

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CONTENTS

	Page
Foreword	iii
Preface	v
Chapter 1 Goals, Concepts, and Strategies	1
Social Problems	1
Implications for Educators	2
Importance of Individual Growth	2
Verbal Ability of Gifted Children	2
Value of Social Skills	3
Need for New Goals	4
Process Goals	5
Concepts and Strategies	6
Chapter 2 Objectives and Activities (Part 1)	13
Self-Awareness	14
Looking and Guessing	18
Hearing and Guessing	22
Silent Partners	23
Chapter 3 Objectives and Activities (Part 2)	28
Mirroring	28
Blind Walk	29
Teacher Intervention	31
Trust Circles	35
Circles To Break	37
Human Pyramids	38
Chapter 4 Further Considerations	42
Integration into the Curriculum	44
Special Considerations	45
Evaluation	47
Self-Development Opportunities	48
Selected References	49

CHAPTER 1

Goals, Concepts, and Strategies

Critical segments of our social and physical environment have been changing so rapidly that constant reexamination of personal attitudes and of institutions is necessary if they are to be in touch with reality. Our environment has taken on the quality of a turbulent field. This turbulence has been brought about in part by the growing complexity and size of the total environment. Coupled with this complexity and size as a cause of turbulence is the increasing interdependence of the segments of the environment and the unpredictable connections that arise between the segments as the result of the accelerating but nonuniform rate of change.[1]

What are some of the implications for education of an unevenly changing world? What kinds of skills are now relevant? What new concepts are required? This curriculum guide represents an effort toward answering these questions and toward translating the answers into a curriculum suitable for the education of gifted students.

Social Problems

Although Americans seem able to solve any problem that depends on technology for its solution, the social problems that threaten to destroy the nation defy resolution. Two comments taken from a newspaper emphasize this frustrating paradox. Astronaut William Anders comments as follows:

> Technically, the answers can be found. We can measure air pollution by satellite surveys or track oil slicks through the water, even through darkness, fog, and clouds. We can produce electric power cleanly and cheaply by nuclear power plants. We are working on smokeless jet engines for airplanes. . . . But you tell me how we can get all the mayors, commissioners, governors [and] automobile and air-cooler owners in agreement![2]

And Simon Ramo, a leader in the development of space technology, explains the situation as follows:

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[1] Eric Trist, "Urban North America: The Challenge of the Next Thirty Years – a Social-Psychological Viewpoint." Keynote address to the Annual Meeting and Conference of the Town Planning Institute of Canada, Minaki, Ontario, June, 1968.

[2] "Benefits in Space for Mankind," *The Los Angeles Times*, November 23, 1969.

> What's happening is [that] we've invented a society that depends on people living closely together in cities. We invented the technology that did this to us before we invented ways to live together. And we invented nuclear weapons before we invented ways to live in peace. [It] just happens [that] some of our inventions surpassed the others. That's a lag – maybe a fatal lag.[3]

Rebellion among the blacks, the poor, students, and women in our society demonstrates the inadequacy of our traditional social institutions. Our political arrangements seem maddeningly inadequate for the problems posed by our clogged and disintegrating cities. Our survival as a species may depend on the achievement of new levels of interpersonal and international cooperation.

Implications for Educators

These problems place new requirements on the educators of gifted students. Technical expertise alone will not enable these students to assume meaningful social roles or to provide the kind of leadership demanded by our growing urgencies. More and more we are dealing with problems that are complexes of interrelated problems; such "metaproblems" are too large to be conquered by single individuals or single organizations. Leaders of the future will have to know how to trust, to cooperate, to share so that the resources of many can be utilized to create solutions. Therefore, the needs of the larger society indicate that the education of the gifted should include systematic sharing and the ability to create group solutions for group problems.

Importance of Individual Growth

What has already been discussed centers on future-oriented social concerns rather than on the present experience of the gifted student. The development of individual uniqueness should not, however, be subordinated to the fulfillment of future needs of society. Individuals require the continuation of society, and society in turn has a special need for creative individuals.

Verbal Ability of Gifted Children

One of the observations that led to the development of this curriculum was that young gifted children in a summer workshop were considerably more eager to share ideas, experiences, and feelings with the adults present than with one another. A distinguishing characteristic of the gifted is a high level of verbal ability together

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[3] "Wanted on Earth: Giant Step Ahead," *The Los Angeles Times*, November 23, 1969.

with a high level of need for verbalization. Typically, gifted children have developed and sharpened their verbal ability in interaction with adults, and they enjoy opportunities to engage an adult in conversation. They have rarely learned to find the same kind of pleasure in exchanging ideas with other children. Teachers need to explore ways to help gifted children to attend to one another. The ability to relate to one another and to find satisfaction in belonging to one's peer group fulfills a current individual need of the child.

Value of Social Skills

The skills involved in functioning in a work group where the resources of each member interact with those of all other members toward the creation of solutions will be important to the child as a potential expert in some field. Those skills will increase the possibility that his expertise will be used for the solution of complex problems.

Group Membership

The gifted child has internalized the most powerful aspect of our technology – language – to an unusual degree. He can use this learning to explore the powerful and satisfying skills of participatory group membership where leadership tasks are distributed among the members rather than centralized in one person. In such a group each member will occasionally be leading or following but will most often assume the role of cooperator.

Each member is responsible for presenting his own ideas and trying to understand the ideas of the other members as they work together to clarify and further group goals. Many gifted children are surprised to learn that there is something besides leading and following. They like the idea of developing membership skills in a situation where leadership shifts from member to member according to the situation and the needs and desires of the members.

Alienation and Conformity

We experience ourselves in the context of a group and require the feeling of belonging to a group to feel good about ourselves and others. The lack of this feeling of belonging is known as alienation – a condition characterized by feelings of powerlessness, meaninglessness, normlessness, isolation, and self-estrangement.[4]

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[4]See John M. Yinger, *Toward a Field Theory of Behavior: Personality and Social Structure*, New York: McGraw-Hill Book Company, 1968.

If alienation is a powerful depersonalizing force, it is also true that group pressures toward conformity can tyrannize and depersonalize. Therefore, the student needs to learn how to be accepted as a valued member of a group that he valtes while learning how to maintain his own individuality in the face of group pressures toward conformity.

Participation and Communication

Individual intelligence develops through the process of participation and communication. The organism acts on the environment (participation) and notes its response (communication). The author of *The Ghost in the Machine* points out that this rule of organic behavior applies to a gene within a human cell and to a social system within human society.[5] Education has to do with providing opportunities for experiencing these processes and bringing the processes to the awareness of the learner, thereby putting the processes under his conscious control. It also serves the function of selecting areas where the opportunities are to be offered.

Schools have provided opportunities for social learning by placing each child in a group. But this experience has not been used systematically to focus on the processes of participation and communication. As a result, many gifted individuals have developed creative scientific prowess but remain at the intuitive, unexamined level as to hypothesis testing in social areas. The gifted child who deviates from what is generally approved in ways often perceived as threatening particularly needs skill in participating and communicating. Fortunately, his analytic capabilities and preference for complexity qualify him for this kind of learning.

Need for New Goals

New goals in education must emphasize capacity to use the social and physical environment in intelligent, resourceful, and nondestructive ways. A human being is social, thinking, playful, and curious; he desires and decides, organizes and creates. Traditional educational goals recognize only that he knows and produces. We can no longer afford to be so limited.

This curriculum guide discusses caring, honesty, self-knowledge, communication, the relationship between the individual and the group, authority, respect, criticism, and rejection. These are important educational concerns at a time when the survival of the species depends on the development of the ability of our ablest members to

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[5] Arthur Koestler, *The Ghost in the Machine*. New York: Macmillan Co., 1968.

(1) understand the human condition; and (2) cooperate in creative solutions to human metaproblems. If the educational system is to be related to reality, the central concerns of mankind must be the educational goals of programs for the gifted.

Process Goals

Broadly stated, the goals of this curriculum guide are to help gifted children do the following:

1. To grow as human beings in (a) respect of self, understanding of self, and understanding of others; and (b) ability to form satisfying relationships
2. To learn group membership skills (a) through inquiries into individual perceptions, group relationships, and communication; and (b) through group problem solving
3. To create a group in which a network of relationships supports the personal growth and the learning of the group members

Process goals can be subdivided into more specific student behaviors. Gifted children are expected to do or experience the following:

Pay attention to themselves, take themselves seriously, and trust themselves to know what matters to them.
Speak up and be listened to about what they like and don't like.
Identify their own feelings.
Listen to others express their ideas and feelings.
Be trusted or mistrusted by other students and know why.
Trust or mistrust other students and become aware of the basis for either.
Care and be cared about.
Experience other people's feelings as mattering to them.
Notice nonverbal communication and consider its meaning.
Be aware of the nonverbal aspects of their own communication and the possible interpretations given to it by others.
Try out concepts about human behavior and discuss the results of the experiments.
Experience themselves as persons important to others in the group.
Learn what in their own behavior brings negative responses from others in the group.
Express negative feelings about others in the group in behavioral ways.
Recognize and admit that the way in which they are seen by others is important.
Inquire into the reasons for the opinions of other group members.
Recognize that perceptions differ and that what pleases some may displease others.

Become aware of discrepancies between what is actually felt and what is communicated to others.
Refine concepts of self.
Discover their own strengths.
Value their opinions of themselves.
Be able to maintain positive self-concepts in the face of negative feedback.
Participate in group efforts to solve problems arising in the group.
Recognize the existence of group problems and invite the efforts of the group toward creating a solution.
Give up reliance on "majority rule" as the only solution to group problems and work for solutions that meet the needs of all members.

Concepts and Strategies

This section contains a listing of the concepts to be taught in the curriculum and strategies that can be used to implement the teaching of those concepts.

1. *Individual persons see things in different ways and focus on different elements in a total encounter.*

   Strategy: Show colored slides of common objectives, beginning with the projector badly out of focus.[6] Improve the focus step by step so that each picture appears in 12 stages, from very blurred to very clear. At each stage ask "What do you see?" and collect answers. As the focus improves, ask the following: "Is anyone changing his idea of what this is? What do you see now that doesn't fit with what you thought before? Does anyone see something different?"

   The purpose of this procedure is not to be the first to get it right, although to do so can be enjoyable, but to recognize that there are different ways of organizing a perception and that we each have to do it in our own way. What others say can help us to focus on points we otherwise would miss and can help us to include more of the data in our own theorizing.

2. *We get a wider experience of the world if we share our perceptions with one another.* In discovering areas of agreement and disagreement, we discover what is unique about each individual.

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[6] Strategy adapted from a procedure described by Mary C. Potter in "On Perceptual Recognition," in *Studies in Cognitive Growth: A Collaboration at the Center for Cognitive Studies*, New York: John Wiley & Sons, Inc., 1966, pp. 103-34.

Strategy: "Blind Walk" (see Chapter 3 of this publication). Often, one of the results of learning to share perceptions is an increase in self-esteem as the student recognizes that his way of seeing the world and of experiencing life is interesting and important. In some ways his experience is common to the group, and in other ways it is entirely unique to him. Another result can be an increased interest in the variety of ways in which his classmates perceive and experience the same event. What begins from his interest in clarifying his own uniqueness leads to the discovery of the uniqueness of others.

3. *No absolutely right or wrong way exists to solve a problem, nor is the teacher the only authority on how to solve problems.* Both teachers and students learn from the problems they struggle with.

   Strategy: "Mirroring" (see Chapter 3 of this publication).[7]

4. *Each individual is responsible for making his wishes known to the group and for finding out about the wishes of other members of the group.*

   Strategy: When the class has been divided into small groups for any group project, ask each person to take time to share what he hopes to be able to contribute to the group. The teacher can say the following: "Be sure that at the end of 15 minutes you know what everyone in your group wants to contribute to the group and that everyone knows what you want to contribute. You don't have to come to any agreement yet on what everyone will do; just be sure that, in your group, everyone knows what everyone else wants to do."

5. *When anyone talks about other people, he is talking about himself: his perceptions, his interpretations, and his feelings regarding others.*

   Strategy: See activities beginning with "Looking and Guessing" and ending with "Teacher Intervention" (in Chapter 2 and Chapter 3 of this publication).

6. *An individual can get what he wants more easily if he knows what judgments others in the group are making about him and what cues they are responding to when they make those judgments.* It doesn't matter so much whether the group members are "right" or "wrong"; their perceptions and judgments are useful to the individual.

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[7]See also Viola Spolin, *Improvisation for the Theater: A Handbook of Teaching and Directing Techniques.* Evanston, Ill.: Northwestern University Press, 1963.

Strategy: After the exercise on "Looking and Guessing" (see Chapter 2 of this publication), the teacher can ask, "Did anybody learn anything new about himself the other day when we were looking and guessing? When people guessed that you were feeling something that you weren't feeling, did you find out anything that might be useful to you when you are meeting people? Did the guesses people made help you to learn anything about them?"

7. *It is all right for an individual to do things in his own way; he doesn't have to defend his actions or tear down alternate ways.* Knowing the expectations of others is not a requirement to meet those expectations. Everyone decides for himself how much effort he is going to invest in meeting the expectations of others and makes these decisions according to his own goals. When the students become aware of this situation, they become more open about telling one another what each likes and does not like. They should recognize that sharing perceptions and feelings is a way of sharing themselves with others, not a way of ordering others around. A group should not remove the taboo against openness unless it also does something about removing the taboo against disagreement and helps group members to withstand pressures generated by the expectations of others.

Strategy: Theater games, out-of-focus pictures, and experiments in nonverbal communication such as those suggested previously and those suggested in the lesson plans provide important background for teaching the concept of live and let live. The crucial task here is to help the students to apply the concept to problems arising out of their experiences together as a class. "Teacher Intervention" (see Chapter 3 of this publication) is an example of applying this concept to group problems. Conflict within a group arouses anxiety in most of the class members who are not involved in the conflict as well as in those who are involved. If the teacher is convinced that differences in perception, expectations, and other aspects of individuality make disagreement inevitable in any long-term interpersonal relationship, then he will recognize that he doesn't have a choice as to whether there will be conflict within the group. He does have the choice of deciding whether this conflict will be expressed, confronted, and legitimized or, on the other hand, forbidden and smoothed over.

If an angry exchange occurs within the group, the teacher will probably concentrate temporarily on being sure that each

participant is listening to the other and saying what he has to say in terms that the other can understand, generally in terms of specific behavior and feelings. Later, students who were frightened by the disagreement will be left with many feelings about it. There should be a quiet time when the persons not involved in the argument can share their feelings about it with each other and with those who were involved.

The teacher should not allow the discussion to focus on which side people were on. He should provide an opportunity to discuss such questions as these: "How does it feel when people are arguing? When you think back to the day we were arguing about_____, how does your stomach feel? Is there anything you feel like saying?" This opportunity should be offered as soon as possible after the argument has been settled and again a few days later if anyone was very angry. Some children (and adults) are so frightened by anger that it takes a few days for the fear to diminish enough for them to be able to put their feelings into words. They may have a great deal to say when they are ready.

It is important that the discussion be conducted without pressure. One way to see that each child has the opportunity but not the requirement to speak is to say the following: "If anyone has some feeling that he has not had a chance to express, I would like to hear it. So let's go around the circle and give everyone a turn. If it's your turn and you don't have anything to say, just say 'pass.' Before we start, sit quietly for a moment and notice what feelings are in you right now and what you feel like saying."

8. *Telling someone what one likes or doesn't like about what that person is doing is a caring act but a difficult and risky act.* Most of us usually don't want to trouble ourselves. But sharing that kind of information makes us feel important to one another and brings us closer.

Strategy: A very effective demonstration of the relationship between honest communication and closeness can be provided by dividing the class into groups of about six persons. Each group is formed into a circle. Each member of the group in turn goes before each other member of the group and tells each one something that he likes about the individual and something that he dislikes. When he has gone all around the circle, he moves back into his place, and the next member goes around. The person being talked to just listens; he doesn't answer until it is his turn.

After everyone has had a turn, the children should have some time to discuss how they feel about what they have heard. All of the members of the class, together with the teacher, should participate in a general discussion. The children can remain sitting in small circles, and the teacher can lead the discussion from some central location, asking questions such as the following: "Look around your group and notice how you feel about the persons you've been talking to. Do you feel any different about them than you do about the persons in the rest of the room? Do you have anything left over to say to anyone in your group? Was it easier to say things that you like or things that bother you? Was it the same way with each person, or was one easier sometimes and another easier at another time? Which was easier to hear – things that you like or things that bother you? Did anyone learn anything interesting about you that you would like to share with us? Did anyone learn anything interesting about anyone else that you would like to tell the rest of us? Is anybody angry? What made you angry? What would you like to say to the person you are angry with? Now how do you feel? Does anybody feel good? What makes you feel good? Is there anything you would like to say to anyone about your feelings?"

9. *An effective group avoids voting and works for consensus whenever possible.* Voting creates winners and losers. Frequent losers begin to lose interest and identification with the group, and disinterested membership makes a group ineffective in achieving its goals. An important group goal is to find ways for everyone in the group to get what he wants. Sometimes, individual goals are inconsistent with one another or with group goals, but most of the time they only seem inconsistent.

Strategy: The teacher can work for consensus by interacting in a group discussion where someone seems to be emerging as a minority of one. A question like "Is there any way we could settle this so that Robert can get what he wants, too?" refocuses the attention from proving to Robert how wrong he is to considering ways of combining goals.

In a group controversy with two opposing sides, a group member will frequently suggest voting to resolve the controversy. He does so because he senses that he is in the majority, because he is getting bored with the discussion and wants closure, or because he is uneasy in the presence of disagreement. At this point the teacher can say the following: "I'm a little uncomfort-

able about voting unless we really have to. When we vote, some people win and some people lose. I'd like to find a way where everyone wins." The most important element is the teacher's determination to see that nobody is treated unfairly.

It is possible for a nonauthoritarian teacher to hand over control to a group without making it clear that a majority does not constitute a group. Students can be very punitive and authoritarian in dealing with one another. They need a model of an adult who thinks that everyone's feelings and desires are important and will not allow the pressures of time to rush him into accepting unsound group decisions. The minority should participate in reaching a decision acceptable to all members.

Children grasp this idea quickly and develop a commitment to it. Then the teacher can expect to hear such statements as the following: "It seems to me there ought to be a time when the people who want to turn out the lights and slide on the floor in their stockinged feet and who think it's fun and aren't scared should get to!" These words will be spoken in ringing tones of conviction by a child who counts on the group to want him to satisfy his wishes as long as they do not violate the absolute rules of the class. The quotation just given is from a summer workshop class where the absolute rules were (1) to do nothing to hurt oneself; (2) to do nothing to hurt another; (3) to refrain from destroying property; and (4) to refrain from interfering with another's work or play. If a child wanted to do something that didn't violate these rules, a way could usually be found for the child to do what he wanted.

A child's request to slide on the floor in his stockinged feet in a darkened room led to an exciting interpretation in movement of a piece of atonal music. While one child flicked the lights to give a strobe effect and the rest watched, spellbound, a few of the boys in this class of gifted nine-year-olds reenacted a scene from *2001: A Space Odyssey*. Sliding on the floor in stockinged feet in flickering light played a minor role in the finished effort but was crucial in motivating the creation. The teacher's contribution was that she had played the music for some other purpose previously, that she had helped the children to create a climate in which ideas and desires were everybody's important business, and that she responded to the child's request with "How could we do that?"

10. *Words have influence when they come from one's experience and relate closely to the experience of others.*

Strategy: The teacher can stimulate discussion by saying the following: "When are you interested in what someone in the circle is saying? Think about a time when someone said something that meant something to you, and maybe you even thought about it later. If we could think of a few things like that, maybe we could come up with some general rules about when the words people say stick in our minds and seem important."

CHAPTER 2

Objectives and Activities (Part 1)

Instructional objectives in this curriculum guide are classified according to the *Taxonomy of Educational Objectives.*[1] Cognitive goals are those concerned with knowing and thinking; affective goals are concerned with emotion and awareness.

Handbook I of the *Taxonomy* groups cognitive goals at six levels. Each level represents an increase in the complexity of the intellectual behavior involved. The different levels are defined as follows:

1. *Knowledge.* Simple recall of appropriate material
2. *Comprehension.* Ability to understand, translate, and interpret material
3. *Application.* Ability to use abstractions for the solution of particular problems
4. *Analysis.* Ability to separate into parts and clarify the relationship between parts of a communication or concept
5. *Synthesis.* Ability to put elements and parts together to form a whole
6. *Evaluation.* Ability to form judgments about the extent to which something satisfies selected criteria

One of the purposes of this curriculum guide is to satisfy the need gifted children have to engage in activities at the higher levels of the cognitive goals. In the lessons to follow, children will engage in translating, analyzing, and evaluating their experiences in communicating and relating to one another; will synthesize new concepts out of their analysis of their experience; and will apply these concepts in their life together as a group.

Handbook II of the *Taxonomy* groups affective goals at five levels that represent increasing internalization. The goals are described as follows:

1. *Receiving (attending).* Involves being aware of the presence of certain phenomena and stimuli and paying attention to them

[1] *Taxonomy of Educational Objectives: The Classification of Educational Goals – Handbook I: Cognitive Domain.* Edited by Benjamin S. Bloom. New York: David McKay Company, Inc., 1956. See also David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia, *Taxonomy of Educational Objectives: The Classification of Educational Goals – Handbook II: Affective Domain.* New York: David McKay Company, Inc., 1964.

2. *Responding.* Involves an amount of commitment or active intention by the learner
3. *Valuing.* Characterized by expression of preferences and by behavior motivated by commitment to a value rather than by a desire to please the teacher
4. *Organization.* Refers to level where the learner recognizes more than one value as relevant to a situation, examines the relationships among them, and organizes them into a temporary system subject to change as new values are learned and incorporated
5. *Characterization by a value or value complex.* Involves behavior that is consistent with an individual philosophy of life and a personal code of ethics so that one can be described and characterized as a person by these pervasive controlling tendencies

This curriculum guide gives equal weight to cognitive and affective goals. It is hoped (1) that schoolchildren will gain in knowledge and understanding of the ways in which we communicate with and relate to one another and will value these processes and relationships; and (2) that their future behavior will indicate that their personal value system places a high priority on clear communications and honest, caring relationships.

Self-Awareness

The purpose of this section is (1) to awaken the student's consciousness of his body as a living organism; (2) to sensitize him to his immediate experience of life; (3) to sharpen his sense of the present; and (4) to extend his conception of himself to include his organic processes and spontaneous sensations.

Instructional Objectives

The instructional objectives listed here include both affective and cognitive objectives.

A. Affective
   1. *Attending.* The student directs his awareness to the present feelings and processes of his own body.
   2. *Attending.* The student becomes aware of some of the ways he relates chemically and physically to the environment.
   3. *Responding.* As instructed by the teacher, the student concentrates his awareness on selected parts of his body.
   4. *Satisfaction in response.* The student finds pleasure in attending to the various aspects of his immediate experience.

5. *Valuing.* The student recognizes that his own physical and emotional experience of a given moment is worthy of his attention.

B. Cognitive
   1. *Analysis.* The student separates his total experience of a moment into sensory components.
   2. *Evaluation.* The student reflects on this experience and evaluates it as to its meaning for him.

Performance Criteria

The student is quiet and apparently meditative during the activity and can be seen to move in response to those directions that call for movement. He does the following:

1. Expresses, verbally or in writing, interest in some of the feelings he had during the experience
2. States, by spoken word or in writing, his opinion of the experience and some of the reasons for his opinion
3. Expresses willingness to participate in a follow-up exercise

Presentation[2]

When you walk, you are performing a very complicated balancing act. You don't usually stand on your left foot and then stand on your right foot; you constantly shift your weight from one foot to the other without ever having the weight completely on one foot or the other. This shift has a rhythm that differs in every person. You have your own rhythm, and it is different from mine.

See how slowly you can walk without actually stopping on one foot or the other. Move around the room this way and notice how your weight shifts from left to right. Do you wobble when you walk in this way? If there is a wobble in your walk, your body is not coordinated in the way that is right for you. You may be able to get the wobble to disappear just by continuing to walk very slowly. See if you can go slower but still be moving all the time. Don't actually stand on either foot. (Long pause.) Notice the rhythm of your walk. Your breathing has a rhythm to it, too. How does the rhythm of your breathing relate to the rhythm of your walk? Notice the in and out of your breathing and the left and right of your walking.

Find a place on the floor where you can be a little separate from the others and sit there. Close your eyes and try to remove the others

[2]The matter contained in this publication in sections entitled "Presentation" is normally written as a teacher might present it to his class. The teacher may, of course, modify the material to fit specific classroom situations.

in the room completely from your mind. I'm going to turn off the lights because I think that helps. Be alone now . . . and separate. Keep your eyes closed. This is just for you.

Note: Some children have difficulty in keeping their eyes closed. The teacher may want to recognize this situation by saying the following: "If it is hard for you to keep your eyes closed, try this method. Keep them closed until you get uncomfortable, open them for a minute, and them close them again. Open them as soon as you feel uncomfortable; then close them again. It's all right to do so if it is better for you."

Be aware of your breathing. You are taking into yourself some of the air from this part of the universe, holding it for a while, warming it, changing it, and sending it back out. You take from it some of the things your body needs and put into it some of the things you don't need. The air is a little different than it was, and you are a little different than you were. Each time you take a breath you change, and the universe changes. Be aware of your breathing. It has a rhythm to it. Is it fast or slow? Are you in charge of your breathing, or does it seem to be pretty much on its own? Are you pulling the air in or allowing it to come in?

Be aware of your hands. Feel the feelings that are in them. Is there a rhythm there? Be aware of your hands until you can feel the rhythm of your pulse in them. How does the rhythm of your pulse relate to the rhythm of your breathing? Be aware of the tip of your nose. Feel the feelings that are there. Now be aware of the back of your neck. How are you feeling there? How are things in the very center of you? Is it nervous in there or calm? Is your center hurting or comfortable? How are you experiencing life right now? (Pause here for about 30 seconds.)

Notice how your body relates to your clothes. How does your back feel where your clothes are touching it? Feel your sock with your foot. Don't move your foot; just notice how it feels in all of the places where it is in touch with a sock. Can your foot feel your shoe? Are there places where your clothes are pinching you? Notice the way your breathing relates to the way your clothing feels. How deeply is the air going into you? Do your clothes feel different to your body when you take air in a little way than when you take it in very deeply? How does your body relate to the floor? Notice where the floor pushes against you. Is the floor any different because you are sitting on it?

Put the fingers of one hand against the back of your other hand. Notice the feeling in the back of your hand where it touches your fingertips. Notice the feeling in your fingers. That might take a while.

Just think about your fingers until you feel the feeling that is in them. Switch your attention back and forth a couple of times from feeling the back of your hand to feeling your fingers. Put both of your hands very lightly against your hair. How does your hair feel to your hands? Push harder against your hair. Now your feelings may be a little different. Notice the feeling in your fingers and the feeling in your head. Move your fingers to your face. Where does your face feel smooth? As you move your fingers around, they will bump into bony places – and hair. The skin of your eyelids is different to your touch than the skin on other parts of your face. Ears feel pretty interesting. Move your hands over your clothes and notice the textures of the different things you are wearing.

Let your hands come to rest somewhere. Sink into the center of yourself again. How are you feeling right now? How is the rhythm of your breathing? Be aware of your pulse. These rhythms and these feelings are part of your way of being alive right now. How is life for you right now? Very slowly, let yourself remember that there are some other people in the room. Without opening your eyes just yet, be aware of the other people around you. Maybe you can remember where some of them are sitting. How do you feel about having other people around just now? Do you feel like being with people or do you feel more like being alone? Which way is it with you? When you want to, open your eyes and look around you. After a minute or so, you may want to say something about how you feel.

Discussion

At this point most children are feeling a peaceful kind of pleasure, but they may not feel like talking about it. Anything the teacher says should be very gentle and low-key. If he says "Would any of you like to share some of the things you are feeling?" and no one responds, it is best to just let the matter drop. The children may want to paint or listen to music, or do both. Occasionally, the best time for discussion of this experience is the next morning. The children should be given an opportunity to tell what they liked or didn't like about their experience. Questions that the teacher may wish to ask include the following:

1. Was there anything about your experience that was interesting?
2. Did you feel different after the experience was over?
3. Do you have any ideas about why there was a difference if any?
4. Was there anything about the experience that seemed good?
5. Was there something about the experience that you didn't like?

The teacher may wish to give the students a homework assignment as follows: "You may wish to continue work at home on what we

have been doing together this morning. Try to do the exercise that I will assign three or four times before you come back to school tomorrow. In the middle of whatever you happen to be doing when you remember the assignment, stop for a minute or two and notice how you are feeling. Think of a few sentences that begin with 'Now I am aware of . . .' or 'Right now I feel. . . .' Notice the aches and pains and good feelings that you are usually too busy to notice. If this exercise sounds interesting to you, try it as kind of an experiment. We will talk about it tomorrow."

Looking and Guessing

The purpose of this section is to help the student discover more about the operations of his mind and body in sending and receiving messages. High-level cognitive skills to promote the objectives in the affective domain listed in the *Taxonomy of Educational Objectives* are as follows:

1.0 Receiving (attending)
  1.1 Awareness
  1.2 Willingness to receive
  1.3 Controlled or selected attention
2.0 Responding
  2.1 Acquiescence in responding
  2.2 Willingness to respond
  2.3 Satisfaction in response
3.0 Valuing
  3.1 Acceptance of a value[3]

Essentially, the students become involved in hypothesis testing – gathering data, theorizing, evaluating the power of theories – through an examination of their own ways of thinking about other people. This activity is a part of broad scientific as well as humanistic sensitizing.

Because a climate of psychological safety is important to this exercise, the teacher should not evaluate the inferences that students draw from their observations. Each student must be free to hold whatever ideas he has and to decide for himself whether he wants to keep to these ideas, revise them, or discard them. The teacher's part is to provide the necessary acceptance and support for the student's examination of his own processes. Each student who participates in the discussion following this experience is publicly engaging in the creation of his own knowledge structure. The responsive attention of

[3] Krathwohl, *et al.*, *op. cit.*, p. 95.

the teacher encourages growth in the student's respect for his own thinking and appreciation of himself as a creator of meaning.

Instructional Objectives

The instructional objectives listed here include both affective and cognitive objectives.

A. Affective
   1. *Attending.* The student attends visually to another person.
   2. *Receiving.* The student feels the close attention of the other person.
   3. *Responding.* The student shares his observations and feelings with the group.
   4. *Valuing.* The student accepts the value of accurately sending and receiving messages and appreciates understanding and being understood.

B. Cognitive
   1. *Knowing.* The student knows the method of inquiry as a means of dealing with specifics.
   2. *Analyzing.* The student brings to the level of awareness the kinds of visual data he uses to make inferences about other people.
   3. *Synthesizing.* Using the data gained from his own observations, the student theorizes about another person.
   4. *Evaluating.* Upon receiving additional data, the student reevaluates his theories and decides whether they should be retained, revised, or abandoned.

Performance Criteria

The student silently observes his partner. Then he does the following:

Offers some of his guesses about his partner
States observations on which some of his guesses are based
Directs statements to appropriate members of the group about what he sees, infers, likes, dislikes, agrees with, and disagrees with
Shows in his verbal response to other members of the group that he has heard and understood
Expresses verbally his satisfaction in being understood or dissatisfaction and discomfort in being misunderstood
Reviews his earlier guesses in the light of new data and mentions ways in which he has changed his mind or ways in which his early theories have been supported by evidence

Participates in a discussion of the value of the class activity, saying something about what it did or did not do for him

Presentation

For the first part of what we are going to do, I talk but you don't. You will get a chance to talk later. Look around the circle and imagine that you are seeing everyone for the first time. What guesses can you make about the people here just from what you can see? Don't tell me now; just think about it. Stand up and begin to walk around the room, looking at each other person. You may walk in any direction you like, but if you all walk in the same direction, you will see only backs. After you have looked at everyone, find someone you don't know very well to be your partner; but don't talk to him either. It's a little different to find partners without talking. If someone doesn't want to be your partner, he will move away, and you will find someone else. That's all right. There is no hurry about this, so take your time. I will know that you and someone else have agreed to be partners when I see you standing and facing one another. Now, see what you can guess by looking at your partner's face and at his hair. It's all right to be a little embarrassed. Try to be very quiet. What can you guess from looking at your partner's hands? What about your partner's size and shape? What one thing that you can see gives you the most information about your partner?

When you want to guess how someone is feeling, what do you look for? Can you guess about how your partner is feeling right now from looking at his face? Look at his hands. Do they say anything about how he is feeling? What kind of guesses can you make about what your partner likes or what he does for fun? What kind of a friend may he be? How is he feeling right now?

Notice now how it feels to have your partner looking at you. What kind of guesses do you think he is making? Maybe that's an uncomfortable idea. Think about it for a minute and see.

Discussion

After the students have regrouped in a circle, the teacher should ask each one to list on a piece of paper the guesses they have made. The students should be told that no one but them will see the lists of guesses. When the students have made lists, the teacher can ask, "Would any of you like to share some of the guesses you made?" As each child states his guesses, the teacher can ask him what he saw that made him produce such guesses. At first he may say, "I don't know; I just think it." The teacher can press a little with questions like these: "Was it something about his shoes that made you think

that? Or his size? Or something you saw in his face? Take a minute to remember how you got that idea." The teacher should allow plenty of time for thinking and should not fill the silence himself. He should look expectantly around the group until a child feels like contributing. It is crucial that the teacher give serious, appreciative attention to each child, including attention to the need for time to gather thoughts. The teacher's manner is the vehicle for conveying the importance of the relationship between theories and evidence.

At first, fairly general observations may be allowed. As the children get comfortable about sharing, the teacher should become more specific. He may say, "Could you say a little more about what you saw that made you think as you did? I'm not sure I understand just exactly what it was." The teacher's job is to help each child determine the source of his own inferences. The purpose of the discussion is not to get everyone to agree but to analyze, clarify, communicate, and understand.

Other focusing questions and comments include the following:

1. How can you find out if your guesses were any good? Is there anything you want to ask your partner? Ask your partner. (The group should not be divided into partners for this exercise. The students should be allowed to check out their inferences publicly, one at a time, in the discussion circle.) Does that answer help you decide whether your guess was good?
2. When your partner was guessing about you, did he guess things you expected him to be guessing, or did he surprise you?
3. Do you feel good about some of the guesses your partner made? Would you like to say what it was that made you feel good? Oh, I understand. You liked hearing that. That made you feel good. Can you say something about why that made you feel good?
4. Does anyone feel disappointed or uncomfortable about some of the guesses your partner made? Would you like to say what made you feel that way? I see. You didn't like that. That made you uncomfortable. Would you like to say something to your partner about that? Well, you could tell me you felt misunderstood or that you didn't like it. Could you say that to your partner so that he will know how you feel? Your partner won't answer you. He will just listen, and then he will know you a little better because he will know something about how you feel.
5. We have had a chance to learn more about each other in this discussion. Take a minute to look over the guesses you made about your partner a while ago. Decide which guesses you want to keep, which ones you would like to change, and which ones

you want to throw out. Just draw a line through the ones you don't like any more. Would any of you like to say something about changes in your thinking? What was it that made you change your mind? Something you saw? Something you heard?

6. How about what we've been doing here? Did anyone get anything out of our activity? Can you say something about whether you liked it or didn't like it, and why? The teacher should help the students to feel comfortable about making a personal evaluation of the class activity with such comments as the following: "That's interesting. Thank you for telling us. Can you say more about what it was you liked (or didn't like)?" The teacher should not explain or defend the activity. If a child specifically asks why the activity was called for, the teacher should reply as personally and as briefly as possible. "I thought it would help us to know each other a little better" or "I like it when we think about our own ideas and how we get them" usually suffices. The teacher should encourage each student to evaluate the activity according to what it did or didn't do for him.

Hearing and Guessing

Instructional objectives for hearing and guessing are the same as those enumerated in the previous section except that auditory data are emphasized in this section.

Presentation

Find a new partner. Choose someone you don't know very well yet and sit with your backs toward each other. When I see that everyone has a partner, I'll tell you what comes next. Remember when we tried to learn about each other by looking but not talking? This time we will have talking but not looking. And we can see how that technique works out for us in getting to know someone. Without turning your head, you have five minutes to (1) get to know your partner; (2) make yourself known to your partner; and (3) notice how it feels to be doing what you are doing. Spread out a little; find a place where you and your partner have some room. When I blink the lights, stop talking and come back to the circle.

Discussion

The teacher may wish to encourage discussion by the use of such questions as the following:

1. Is there anything you are sure you know about your partner? Why are you sure?

2. Were you making any guesses about your partner that were based on the sound of his voice?
3. How could you tell when your partner was interested in what you were saying and when he was not interested?
4. How could you tell when your partner wanted a turn to talk and when he wanted to hear from you?
5. Do you know your partner any better now than when you started? What helped you most in getting to know him?
6. How did you feel when you were unable to look at each other?
7. Was this activity harder or easier than looking without talking?
8. Which activity do you think gave you more knowledge?
9. Which partner do you think you know best?
10. Is there any difference in what you know about your two partners?

Silent Partners

The purpose of this section is to make the student aware of his ability to communicate with others nonverbally.

Instructional Objectives

The instructional objectives listed here include both affective and cognitive objectives.

A. Affective
   1. *Attending.* The student observes his partner's expressions and movements.
   2. *Attending.* The student observes his own processes and experiences in attempting to communicate without words.
   3. *Receiving.* From his observations the student begins to know the other person better.
   4. *Responding.* The student attempts to convey something to his partner in response to what he believes his partner wants.
   5. *Valuing.* The student appreciates the closeness he has achieved with his partner and the efforts they both made to understand one another. He perceives himself and his partner as important persons whose processes and feelings are interesting to one another and to the group.
   6. *Commitment.* The student seeks to clarify and extend the relationship he has achieved with this partner and to repeat this experience with other partners.

B. Cognitive

1. *Knowing.* The student collects data from his observations of a partner and from his awareness of himself.
2. *Knowing.* The student knows that the communication process has nonverbal as well as verbal dimensions.
3. *Comprehending.* The student translates the nonverbal behaviors of his partner into words.
4. *Comprehending.* The student extrapolates beyond the data of the immediate encounter to implications about himself, his partner, and their relationship.
5. *Comprehending.* The student relates some of his own behavior with his partner to the ways in which he characteristically behaves in other situations.
6. *Application.* The student applies the methods of inquiry to an interpersonal encounter.
7. *Analysis.* The student relates the judgments he has made about his partner to specific aspects of his experience with that partner or elsewhere.
8. *Analysis.* The student separates what he learns about people verbally from what he learns nonverbally.
9. *Synthesis.* The student considers the relationship he and his partner have achieved during their time together and suggests generalizations about people formulated from his experiences with the partner.
10. *Synthesis.* The student finds a way to check his formulations against the experience of other partners in the group.
11. *Evaluation.* The student decides whether his formulation is valid in light of evidence offered by others in the group.
12. *Evaluation.* The student makes a judgment about the value of this activity as to his own learning and its effect on the group and states the basis for his judgment.

Performance Criteria

The student spends 20 minutes with a partner, during which time neither person speaks. At the end of this period the student does the following:

Participates in a discussion, stating some things he tried to communicate to his partner and some things he thought his partner was trying to get him to understand

Says something about the kind of person his partner seems to be and why he thinks so

States some things he found out about his partner and some things he wanted to know but couldn't find out nonverbally

States some of the things he wanted his partner to know but couldn't communicate nonverbally

Generalizes about his experience, checks his generalization against the experience and perceptions of other group members, and decides whether the generalization is valid or whether more information is needed

Accepts the opportunity to discuss his experience with his partner to clear up any confusion in their nonverbal communication

Accepts the opportunity to ask his partner about some of the things he couldn't learn nonverbally

Expresses himself in favor of opportunities to repeat this experience with the same partner or with new partners – parents, friends, or other classmates

Presentation

You have probably noticed that the way in which people say things often means more than the words themselves. For example, you can say "I like that" in a way that makes it mean "I don't like that." Your tone of voice, a facial expression, the movements of your hands or body – all can help you to convey the normal meaning of the words you use or the opposite meaning. I'd like to do something that will help us understand more about how we send messages to other people. As an experiment we can try to be together for a while without using words and explore some other ways we have of communicating with one another.

Those of you who would like to participate in this experiment can start by looking around the circle. Say hello to three people. Just say hello the way you usually do. Now try saying hello with just your eyes. Notice whether someone is saying hello to you with his eyes and say hello back to him with yours.

Stand and begin to walk around in the group. Find a way to say hello with your eyes to each person here. Try not to miss anyone. If you all walk in the same direction, you will see only backs. Try some different directions until you have greeted everyone. Find someone who hasn't been your partner before whom you would like to know a little better. How do you let someone know, without words, that you would like to be his partner? How can you tell whether someone wants to be your partner?

You and your partner may go anywhere on the school grounds for 20 minutes. Try to let your partner know what you want and how you feel about things. Try to understand what your partner wants

and how he feels about things. Notice how it feels to be together in this way. If you speak, your partner will remind you not to, and you can go back to being quiet again. The first few minutes may be the hardest. Notice whether it is hard or easy for you. When you have a partner, you may go out the door together. But remember that no words are to be spoken until you get back to the room. Come back in 20 minutes.

Discussion

The teacher may wish to encourage discussion by the use of such questions as the following:

1. Have you taken time to talk things over with your partner?
2. How was your experience? Was there anything you liked or didn't like about your silent partnership?
3. How did this experience compare with the time we were talking back to back and couldn't see our partners? Which partner do you feel you really know better? Or is there any difference?
4. What did you learn about your partner? How did you learn about him?
5. Who made the decisions about what to do or where to go? You? Your partner? Or did each one make some decisions?
6. How can you tell what your partner wanted to do?
7. Did you lead or follow? Is that what you usually do in other places?
8. How did you let your partner know what you wanted to do? Did your partner understand you?
9. If your partner thinks you were good at understanding him, how were you able to do so? Was there anything about your partner that made it easy for you to understand him?
10. If your partner thinks you were not good at understanding him, can you think of anything that made it particularly hard for you to understand him? Is there anything he can do to make it easier for you to know what he means or what he wants?
11. When we were choosing partners, were you one of those who chose? Or did you wait for someone to choose you? What do you usually do when you are in a new group of people? Sometimes you may want to act differently. If you usually choose, you may want to wait and see who chooses you. If you usually wait to be chosen, you may want to try being the one to choose your partner. Asking is hard for some people, and so is waiting. You may want to try the thing that is

hard for you just to see how it really feels and how it works for you. How does that idea strike you? Don't push yourself; just think about the idea and see whether you want to try something different.

12. Did you learn anything about yourself that you didn't know before?
13. Those of you who chose a partner had some reason for choosing that person. Can you remember why you chose him? Did your partner turn out to be the kind of person you expected him to be, or were you surprised? What happened to confirm your original ideas? What were the surprises?
14. From your experience, did you learn anything about people in general? Is there a question you can ask the students here to see whether your theory holds true for them? Ask them if you like. Now what do you think about your theory? Is there anything else you would like to learn from other persons in this group? Is there anything we can do to help you test your idea? Is there some way you can test it somewhere else?
15. How do you feel about your partner? He probably wants to know. Can you tell him? If you have some bad feelings, he will probably be interested in knowing what they are. Tell him what you didn't like and how it made you feel. It's all right to be angry, but the anger doesn't tell your partner much. You can be very helpful by telling him exactly what he did to make you angry and why that made you angry (or hurt, or sad, or embarrassed, and so forth). Did your partner do some things that you liked? Can you tell him what they were and why you liked them? Don't make excuses now if someone is angry with you. Just listen and try to understand why he is angry. (Do you understand why John is angry? John, do you think your partner understands? Would you tell John why he is angry so he knows that you understand. Is there something you would like to say to John? How do you feel now? Still angry? Think hard and see whether you have something else to tell your partner.) Does someone feel some other way? Sad? Embarrassed? Good?
16. Was this activity a good thing for our class to undertake? Do you think our group is any different now than before we did this? How is it different? Is the difference good or bad?
17. Was this activity good for you? What did it do for you? Do you wish you had done something else? Would you like to do it again with someone else? Whom would you choose? Why?

CHAPTER 3

Objectives and Activities (Part 2)

Further instructional objectives and activities to be discussed in this chapter deal with such matters as mirroring, the blind walk, teacher intervention, trust circles, circles to break, and human pyramids.

Mirroring

The purpose of this section is to encourage students to cooperate with others.[1]

Instructional Objectives

The instructional objectives listed here include both affective and cognitive objectives.

A. Affective
   1. *Attending.* The student is aware of details of the movement of another person's body and of his own.
   2. *Responding.* The student matches his own bodily movements with those of another person.

B. Cognitive
   1. *Analysis.* The student participates in a group discussion of the components of successful cooperation with a partner.
   2. *Evaluation.* The student determines criteria for mirroring.

Performance Criteria

The student will attempt to mirror the movements of his partner, perform with his partner for the group, participate in a discussion of what made some of the partnerships better than others, and try again with his partner to see whether both can use the ideas gained from the discussion to improve their performance.

Presentation

Find a partner and stand facing one another. Decide between you which one is to be a person and which one is to be a mirror. Agree on

[1]See Viola Spolin, *Improvisation for the Theater: A Handbook of Teaching and Directing Techniques.* Evanston, Ill.: Northwestern University Press, 1963.

what the person will be doing; for example, eating a taco, combing one's hair, and so forth. Do whatever you like, but try to keep the action simple for the first time. After a while the partners will change roles; the person will become the mirror, and the mirror will become the person. See if you can work together so that someone watching will be unable to distinguish the person from the mirror. Are any partners ready to show their act to the group? We will see whether we can distinguish the person from the mirror.

Discussion

After each act ask the group to distinguish the person from the mirror. After everyone has had a chance, ask whether some of the acts were particularly good and what it was that made those partnerships different. As the students respond, list the observed differences on the board. Point out that these differences seem to be the standards by which we decide whether a partnership has really achieved what it set out to achieve. Ask whether anyone would like to evaluate his own performance according to those standards. Then ask the partners in those acts that have been described as good whether they have any advice to give the others on working together to improve their performance. Then the students should get a chance to perform again to see whether they can cooperate more successfully.

This lesson provides a low-risk situation for practicing some important behaviors at the level of evaluation. Students elicit and offer feedback, evaluate their own performances in the light of group criteria, and incorporate the feedback and self-evaluation into a new attempt at responsive cooperation.

Blind Walk

The purpose of this section is to enable students to learn to trust others.

Instructional Objectives

The instructional objectives listed here include both affective and cognitive objectives.

A. Affective
   1. *Attending.* The student notices when he feels trust and when he distrusts.
   2. *Attending.* The student notices various aspects of being responsible for the safety and pleasure of another person.
   3. *Responding.* The student participates in a discussion of the feelings involved in walking "blind" and in leading his "blind" partner.

4. *Valuing.* The student cares about his partner and tries to make the walk safe and pleasurable for his partner.

B. Cognitive

1. *Analysis.* The student analyzes his experience of trust and distrust and determines what events or behaviors of his partner gave rise to each feeling.
2. *Analysis.* The student analyzes his experience of being trusted and determines how he could tell when his partner trusted him and what clues told him that his partner didn't trust him.
3. *Analysis.* The student explores his experience of pleasure or displeasure and determines what specific behaviors of his partner led to each feeling.
4. *Analysis.* The student explores the experience of giving pleasure and determines how he could tell what his partner liked and didn't like and how he made use of these clues in planning the walk.

Performance Criteria

The student leads his partner on a blind walk, allows the partner to lead him, and discusses his experience with others in the group.

Presentation

Choose a partner and decide who will be the leader and who the follower. Later on you will exchange places. Now all of the followers should close their eyes. Leaders, take your partner's hand and move it to something nearby. See whether your partner can guess what it is that he is touching. You can take the next 20 minutes to take your partner for a walk in this room or outside and see how many interesting experiences of touching different kinds of things you can arrange for him.

Remember that he can't see; you will have to do the seeing for him as well as for yourself. Be sure that the place where you take your partner is suitable. If he is taller than you, make sure that he doesn't bump his head on things that you walk under. Take his hand or arm and be very careful with him. In 20 minutes change places; the follower then becomes the leader. After he takes his partner on a 20-minute walk, come back here and talk about it.

Discussion

The teacher may wish to encourage discussion by the use of such questions as the following:

1. Which did you like better – leading or being led? What was good about the one you preferred?

2. Was there anything you didn't like? Do you want to say something to your partner about what you disliked?
3. Do you think your partner trusted you? How could you tell when he trusted you and when he didn't?
4. Do you trust your partner? Why? What did he do that made you feel that you would be safe with him? What did he do that made you feel you couldn't trust him? Did you trust him for a while and then stop? What happened to make you stop? Did anyone begin by being afraid and later learn to trust him? When did the change occur? Why do you think your feelings changed?
5. How did you feel when your partner didn't trust you? Did you do anything to make him feel safer?
6. How did you feel when your partner trusted you?
7. Did you enjoy taking care of another person as you did in this exercise?
8. Does anyone feel that his partner led him on a particularly good walk? Maybe you would like to say something to your partner about how you feel now.

The blind walk can be a valuable activity for parents and children to share. The experience of a parent cared for by his child and the experience of a child responsible for the care of his parent are rich in new and powerful feelings. The efforts made to arrange a visiting day when parents and their children can walk together and discuss their feelings will be rewarded. Besides strengthening the relationship between students and parents, participation by parents in the blind walk can convince them of the value of the school's curriculum in a way that words cannot.

What teachers do in the classroom has to make sense to the child's parents. Hearing the child talk about the value of what he has done at school is of little help to the parents in gaining an understanding of what the teacher is doing. Only when the parents are allowed to participate in a classroom activity can they fairly evaluate its effectiveness. Moreover, the alienation between school and community can be lessened by offering parents experiences instead of words.

Teacher Intervention

This activity requires some explanation. In the selection of partners that has been going on until now, most groups will have one or two children who have had trouble finding a partner. Several children will have had the experience of approaching someone to be their partner and being turned down. Some children will have met the flat refusal of everyone in the group. In the latter case the

teacher cannot always wait for the group to reassemble before the matter is pursued. Some suggestions for intervening in this situation will be given. However, even in groups where there has not been conspicuous isolation of any particular person, there will have been instances of rejection affecting interactions in the class.

It frequently happens among elementary schoolchildren that after everyone else has a partner, two children are left standing around, shuffling their feet, avoiding the eyes of the others. The feelings of two nine-year-old gifted children who found themselves in this situation are expressed as follows:

Peter: What if you don't want to be somebody's partner, but there isn't anyone left?

Teacher: You don't want to be his partner?

Peter: No, I don't.

Teacher: That's interesting. I'd like to know why, and I'll bet he would like to know, too. What has he done to make you feel that you don't want to be his partner?

Peter: Well, he acts so crazy. You know?

Teacher: I'm not really sure what you mean by *crazy*. That word means different things to different people. I can think the word means something that you don't mean at all. Could you tell him what he did that you don't like? Tell him.

Peter: Well, you don't listen to anybody, and you act goofy – like you don't care.

Brian: Watch out for Dracula!

Peter: Like that. That's what I mean. That's what I don't like.

Teacher: When he says something like that, you feel that he didn't listen to you and doesn't care?

Peter: Yes. That's how I feel!

Teacher: I think I understand. Does that help you understand why Peter didn't want to be partners with you?

Brian: Yeah.

Note: Until this conversation Brian had been extremely skittish. Earlier in the morning, when the children were introducing themselves, he introduced himself as Count Dracula. However, at this point he was listening intently to Peter.

Teacher: I'd like to add something, just for myself. This might not have anything to do with how Peter feels. I'm having trouble getting to know you, and the reason is that I have a feeling that you are putting on an act. I don't want to be partners with someone who is getting to know me while I am getting to know his act. I would feel as though I were getting cheated out of knowing you.

Peter: Yes, I do feel that it wouldn't be any fun for me.

Teacher: How do you feel about Peter? Would you like to be his partner?

Brian: Yes.

Teacher: What's your name?
Brian: Brian.
Teacher: Peter, would you like to be Brian's partner?
Peter: OK.

By mutual choice these two boys remained together for other activities during that morning. They drew pictures at the same table, sat together in a circle, and talked together during the break. Many teachers and parents fear that talking about rejection and being rejected cause hurt feelings. Experience, however, suggests the opposite. The experience of rejection hurts; the discussion of it does not.

Usually, children really don't understand how the rejection links up with their own behavior. They often assume that there is something totally and, because it is never spoken of, unspeakably wrong with them. Hearing what it really is that someone doesn't like seems to relieve a lot of the tension from the rejection experience. The hurt comes in the rejection, not in the exploration of the causes. In this example and in other instances that the author has observed, the participants in the dialogue came closer together through their frank exchange. They understood each other, and they liked that feeling.

Unspoken resentments destroy the cohesiveness of a group and diminish its power. Usually, when resentments are stated, they are much diminished if not resolved. This section contains a description of objectives and activities intended to provide an opportunity for group members to clear up negative feelings that might be cluttering up their relationships with one another.

Instructional Objectives

The instructional objectives listed here include both affective and cognitive objectives.

A. Affective

1. *Attending.* The student becomes aware that feelings of rejection are something that people talk about.
2. *Willingness to receive.* The student asks someone who didn't want to be his partner why he was unwilling.
3. *Responding.* The student examines his feelings and responds in behavioral terms.
4. *Valuing.* The student cares about the effect of his words and behavior upon another person and avoids hurtful language or actions.

B. Cognitive
   1. *Analysis.* The student analyzes his negative reaction to another student and expresses the reasons for his reaction in specific behavioral terms.
   2. *Evaluation.* The student becomes aware of his evaluative processes and states some of the criteria he uses in selecting or rejecting a potential partner.
   3. *Evaluation.* The student forms an opinion of the value of this discussion for him and for the principal participants in the exchanges.

Performance Criteria

The student who has been rejected by one or more classmates may state that someone didn't want to be his partner and that he would like to know why. The rejecting student may state his reasons in sentences beginning with "I didn't like to when you . . . " or "I resent it that you . . ." He continues his explanation until the rejected student says that he understands what the rejection was all about. The rejected student may then discuss his feelings about the explanation.

Discussion

The first few times this kind of discussion occurs, the teacher usually has to do a lot of intervening. The child who did the rejecting is likely to feel a little guilty about not accepting someone. If the child is evasive, it may help to say something like this: "Ann asked you because she would really like to know why you didn't want to be her partner. I think that in the back of your mind you really do have a reason – something that you don't like or something that makes you uncomfortable. It might be hard to get it into words, but we aren't in a hurry. Take a minute to think about it."

The teacher may wish to put a hand on the child's shoulder while speaking to her. The child will be more interested in what it is that someone doesn't like about her if she feels that the teacher cares about her. However, children react differently about being touched, and the teacher should be sensitive about the child's feelings. The teacher's efforts to get the message clarified and stated behaviorally and to show the child why someone did not want to be the child's partner give the child the feeling that the teacher is providing support.

When the reason for rejection is stated and understood, the teacher may say to the rejected child: "You can have a chance to say something in return. Is there anything you would like to say to

_____? He won't argue with you. He will just listen and try to understand you." Then the teacher should ask the group whether anyone else has anything he would like to ask or tell anyone. The teacher should not hurry. Some students will be very uncomfortable; they will be helped if they can state their discomfort and have it accepted.

A day or two later the teacher can say the following: "A few days ago we had a discussion about how one student did not want to be partners with another student. Do you remember that discussion? How did you feel about that discussion? Do you think it is a good idea for us to talk about being angry or not liking each other? Why? Is there someone who thinks it wasn't a good idea to discuss the matter in a group? Why? Was there anything about the discussion that was interesting to anyone? Did anyone learn anything new about himself during that discussion? What feelings are you left with now?"

The purpose of this discussion is to get the children to notice how they feel about that discussion, not to get them to feel any particular way. The teacher should not give the impression that liking the discussion is better than not liking it. If one kind of answer is valued above another, the children will not be comfortable about expressing their real feelings. Lacking the experience of struggling to express their feelings, they may not even notice what their feelings are. They will then be likely to polish their skills in detecting and saying what the teacher wants to hear; in this way sensitive students become other-directed and detached from their own experience.

It is unimportant to achieve consensus or to arrive at any kind of group decision about whether to have such confrontations in the future. The teacher should concentrate on allowing and encouraging the students to value their own feelings and to understand one another.

Trust Circles

The trust circle is not recommended for use with elementary schoolchildren because a level of physical strength is required of the participants that young children do not normally possess. If a participant falls in the course of the exercise, the person who caused him to fall may suffer powerful and persistent feelings of inadequacy. However, if a group strongly wants to attempt this exercise and is aware of the need to help weaker participants, the exercise can be successful. Normally, the exercises suggested in this curriculum guide are intended for use with gifted children aged nine and above.

This exercise is a good follow-up to a partnership experience. If used correctly, the exercise can expand trust from a feeling for one partner to a feeling for a supporting group. Trust circles can be formed by bringing together six persons to form each circle. The leader should conduct his demonstration in the center of one of the trust circles.

Instructional Objectives

The instructional objectives for this activity are the same as those for the blind walk except that the feelings of trust and mistrust involve a group rather than just an individual.

Presentation

Be ready to catch me when I fall. I will keep my feet in the center of the circle, close my eyes, and fall. Whoever catches me will pass me to the next person. You may pass me several times around the circle or back and forth across the circle. Let me feel your strength while you take care of me. (Demonstrate.) Before it is your turn to fall, look at each person in the circle and meet his eyes. When you are sure that everyone is ready, close your eyes and fall.

(Give each person an opportunity for at least three trips around the circle. If it is hard for someone to close his eyes and fall, the group can help by standing very close.) Maybe you will want to reach out your hands and touch the person before he falls so that he will know you are ready. This exercise is not a test to see who can trust or who is brave. Rather, the exercise provides for us an opportunity to help each other to trust and to be trustworthy. If you find that you don't trust people to catch you, look at the members of your group and try to think of how they can help. If you can't close your eyes, you may do the exercise with your eyes open. But if you can close your eyes, you will enjoy the exercise more. Maybe you can close your eyes for a while and open them whenever you feel the need to do so. Then close them again as soon as you can. When everyone has had a turn, take time to discuss the exercise with one another.

Discussion

The teacher may wish to encourage discussion by the use of such questions as the following:

1. What do you think about this activity?
2. What about the persons who found the exercise hard to do? Were you surprised to find it hard? Or did you know that you would find it hard?

3. Was your group able to help you?
4. When you were being passed around, was there any difference in the way you were held in different parts of the circle?
5. What differences did you notice in the people you were passing around the circle?
6. Do you know anyone in a different way than you did before? What do you know about that person? How did you learn that?
7. How do you feel about your group?

Circles To Break

The purpose of this section is to help group members relate to their groups. A member who feels that he has been left out of things or that he is not really part of the group can "break in." One who feels oppressed by group expectations and demands can "break out."

Instructional Objectives

The instructional objectives listed here include both affective and cognitive objectives.

A. Affective
   1. *Responding.* Students respond to the need of one of their group members by forming a circle and struggling to keep the member in or out.
   2. *Valuing.* The student values his group membership enough to want to break in when he is being left out.
   3. *Valuing.* The student values himself enough to struggle with his group to get what he wants from it.
   4. *Valuing.* The student values his individuality and freedom enough to struggle with his group when these qualities are being threatened.

B. Cognitive
   1. *Comprehension.* The student understands that gaining a place in a group may require his effort.
   2. *Comprehension.* The student understands that maintaining his individual freedom in the context of a group may require his effort.
   3. *Analysis.* The student considers the extent to which he wants to feel "belonging" and the extent to which he wants to feel "free."
   4. *Evaluation.* The student evaluates his relationship to the group according to how his feelings of inclusion are related to his feelings of autonomy when he works with the group. He considers how this balance relates to his analysis of what he wants.

Presentation

(This activity requires a good amount of space. The school lawn is ideal.) Arrange your group in a circle, excluding the person who feels left out. How does that group look to you? Do you feel as though you would like to be in there? Do you think you can break in? The group looks very much united. It won't be easy. Try it. (The procedure for breaking out is the same, except that the member who feels oppressed or controlled or pushed around stands inside the circle and fights his way out.)

Discussion

The teacher may wish to encourage discussion by the use of such questions as the following:

1. How does it feel to be in? To be out?
2. Do you like it there? Do you want to stay there?
3. Can you tell the members of your group how you feel about them now?
4. Can you tell them what you want?

Human Pyramids

The purpose of this section is (1) to provide a physical demonstration of how every member of a group depends on every other member; and (2) to give to each student an opportunity to experience the combined feelings of dependence and dependability.

Instructional Objectives

The instructional objectives described here are both affective and cognitive.

A. Affective
   1. *Attending.* The student is aware of every other member of the pyramid.
   2. *Responding.* The student accepts a position at the top or bottom of the pyramid according to the relative size of the members of the group. He arranges his position according to the group need for balance.
   3. *Responding.* The student accepts the feeling of imbalance in any part of the pyramid as the signal to flatten.
   4. *Valuing.* The student values the group effort, cooperates in the achievement of the goal, and feels good about successfully making a pyramid.

B. Cognitive
   1. *Knowledge.* The student knows the skills involved in constructing a pyramid of six persons.
   2. *Analysis.* The student examines his feelings about wanting to make a pyramid with some persons and not with others and discovers his criteria.
   3. *Synthesis.* The student relates his criteria for choosing persons to be in a pyramid with to the choices he makes of persons to work with in other kinds of groups. He identifies variables that apply to working together in groups.
   4. *Evaluation.* Each group of students evaluates its construction of a pyramid, compares the effort with the way it works together on other tasks, and lists strengths and weaknesses as a working group.

Description

The best setting for the pyramid exercise is a gymnasium in which tumbling mats are available. If such a facility is unavailable, lawns provide a fairly soft place to land. Because this activity is noisy, a place should be selected where noise will not interfere with the activities of others.

A three-level pyramid requires six persons; that is, three on the bottom, two in the middle, and one on top. If possible, the groups performing the exercise should be composed of persons working together on some other class project so that they can compare the building of a pyramid with their usual manner of working together and relating to one another.

Some of the things to be remembered when a pyramid is being made are the following:

Arms and legs should be at right angles to the body to provide a strong base. Everyone in the pyramid is counting on the three persons at the base to be strong.

The two persons on the outside of the base should lean toward the center to enable the three persons at the base to pool their strength better.

The two persons in the middle of the pyramid should climb on from the back. The persons on the bottom, who must use their utmost strength to support the others, should be able to expect those in the middle to be careful about where they place their knees. Those in the middle should ask about whether they can change their positions to make those on the bottom more comfortable.

If the pyramid starts to wobble, everyone should flatten so that no one will be hurt by protruding knees. The students should practice flattening so that they will be ready.

The crucial test of the pyramid comes when the person at the top climbs on. Someone from another group may be needed to help at this point.

The person on top must be on hands and knees like the others in the pyramid. He must not try to stand up because he will hurt the persons below if he does so.

A camera is useful at this point. Successful pyramid builders are proud of themselves and like seeing a picture of their successful effort.

Discussion

The teacher may wish to encourage discussion by the use of such questions and comments as the following:

1. What was it like to be on the bottom? In the middle? On top?
2. How do you feel about your group?
3. What did you like? What didn't you like?
4. Did any group have problems? What do you think went wrong? What do you think can help? Did any of the groups have a problem and solve it? How did they solve the problem? Does anyone have suggestions? Do any of the suggestions made seem useful to you in solving your problems?
5. Are the problems you had in making pyramids similar to the problems you have experienced in working on your projects? Did anything happen here, either in your group or another group, that reminds you of things that have happened in the group projects? In what way?
6. Would you like to have your group different in any way? Some students may express their feeling that they would prefer not to be in a group with certain other students. Then the teacher should help the disapproving students to clarify, in behavioral terms, what they don't like about other group members. Suggestions for this kind of discussion are contained elsewhere in this publication.
7. If you were to choose anyone here to be in a pyramid with you, whom would you choose? What qualities in that person have led you to choose him?

8. If you were choosing someone to work on a project with, would you choose the same person? If not, whom would you choose? Why should that person be good to work with?
9. Are there any personal qualities that make a person valuable to both a pyramid group and a project group?
10. What makes yours a good pyramid group and a good work group? List some of of the things you would like to change to make your group better.

CHAPTER 4

Further Considerations

At this point some readers may be interested but uncomfortable. The activities described here are novel in education, and their acceptance as part of the school curriculum requires an understanding of the assumptions on which the activities are based.

A tentative list of the assumptions of affective education is given as follows:

1. Learning not based on information personally attained and accepted is not lasting and is not incorporated into total personal learning.
2. Over a period of time and in an enriched environment, children will acquire basic skills and a considerable store of information although not in the same sequence as in a preplanned curriculum.
3. Self-learning has as its basis self-reinforcement. Reinforcement from others may be necessary for some. If continued, however, it results in dependency on others.
4. Those espousing the affective domain do not seek to remove cognitive learning but to increase the affective contribution and produce a more integrated balance of cognition and affect so that self-learning and learning about the environment can be enhanced.

Polyani's insights into the nature of personal knowledge and Piaget's analysis of the learning process support the first two items in the preceding list.[1] The second and third items on the list have been dealt with in detail by Suchman, who assumes that the human organism engages in a continuous search for meaning, partly because survival requires intelligent responses to the environment but always because the expansion of meaning enriches man's life and brings him pleasure. Suchman suggests that the individual has a hierarchy of motivational systems and a priority system that determines which motivational system is in operation. The lowest levels of the

[1]See M. Polyani, *Personal Knowledge*. New York: Harper & Row Publishers, Inc., 1962. See also John H. Flavell, *The Developmental Psychology of Jean Piaget*. New York: D. Van Nostrand Co., Inc., 1963.

hierarchy relate to survival and social rewards. As long as a child is threatened or is not sufficiently rewarded on these levels, he will devote much of his energy to protecting himself or seeking approval. If the child is to operate in a self-rewarding cognitive motivational system, he must be protected from interfering pressures at the lower levels. In his view the most important condition for learning is "the freedom that is afforded by avoiding any contingencies between cognitive behavior and social reinforcement."[2]

The negative relationship between fear and learning has been dealt with extensively by authors. If the relationship between teacher and student is such that the student feels he is accepted for himself and is free to grow in his own direction, one possible source of interference in the learning process has been controlled.

However, a student does not exist in a one-to-one relationship with his teacher but is part of a group that includes students, one or more teachers, and perhaps others. A child can regard his teacher as an accepting and trustworthy person and yet be fearful of the student sitting next to him in class. Discomfort about his interpersonal relationships and his place in the group will direct the child's efforts toward gaining acceptance or toward withdrawing from the group. Establishing relationships is learned behavior, and effective learning in any of the cognitive areas is influenced greatly by whether the student has learned this behavior and can establish a satisfactory pattern of relationships with others. Investigators into group dynamics offer interesting observations on the connection between the establishment of relationships and education in general.[3]

If an ability exists on which cognitive learning is heavily dependent and if that ability can be learned, it should be taught in the classroom. And if social growth is learned through the active experiencing of a process, then ways should be found to provide the experience. The assumption of this curriculum guide is that being "actively experienced" is different from being merely experienced and requires awareness and examination. A child does not grow in his ability to live with others merely by belonging to a group. He must become aware of the dimensions of his relationships, his choices, his reasons for making those choices, and the assumptions on which those reasons are based. If he then devises ways of checking on the

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[2]J. Richard Suchman, "The Pursuit of Meaning: Models for the Study of Inquiry," in *Behavioral Science Frontiers in Education.* Edited by Eli M. Bower and William G. Hollister. New York: John Wiley & Sons, Inc., 1967, p. 497.

[3]See J. R. Gibb, Grace N. Platts, and Lorraine F. Miller, *Dynamics of Participative Groups.* Washington, D.C.: National Training Laboratories, 1951.

validity of his assumptions, he is deeply and personally involved in the processes of scientific inquiry and social maturation.

Many questions about the matters discussed here still remain. What has been attempted is to present reasons supporting the position that (1) learning in the areas of self-awareness and group dynamics relates to cognitive learning; and (2) systematic attention to the affective dimensions of the learning situation promotes the development of the human intellect.

Integration into the Curriculum

Affective education should not be conceptualized as a series of disparate procedures even though it may be begun in a school in that manner. The process of integrating the procedures involved in affective education into the curriculum varies according to the way each teacher integrates the affective approach into his own teaching style. The lesson plans in this curriculum guide are suitable for use as scripts and will probably be used in that way by teachers presenting affective education for the first time. The problem that can arise in this situation is that the teacher's presentation can become contrived, having no connection with other activities taking place in the class.

The teacher of affective education should avoid contrived situations. But no teacher engaging in this kind of classroom experience for the first time will feel very comfortable or have a clear understanding of how the experience will relate to the rest of the curriculum. Like any other learner, the teacher must be an active experiencer; he must direct the rate of his own learning and determine what is to be done with that learning.

When a teacher is trying something new in his presentation, he can be helped greatly by having a model on which to base his presentation. In his first attempt he will probably adhere closely to the model and will discover that some parts of the model will be suitable and others will not be. Some parts will produce desired outcomes and others will not. Later, the teacher may think of items that should have been added. As each attempt is made by the teacher, his presentation should become less attached to the model.

As the teacher becomes more comfortable in his presentation and the children learn the skills of analyzing their experiences correctly, the entire curriculum will be affected. The children will be having experiences – physical, intellectual, emotional, interpersonal – continually, and the teacher will see many opportunities to apply the concepts, generalizations, and skills learned through affective education. The differential nature of this curriculum will be sustained if the teacher concentrates his focusing questions on the levels of

analysis (What did you see that made you think as you do?); synthesis (How can you test that idea?); or evaluation (How does your theory look to you in the light of this new evidence?).

The skill of systematic inquiry is a powerful tool for extracting meaning from experience. The ability to deal with many kinds of experience in this way will help a child to grasp reality more easily. The ways of relating to one another that are taught in affective education enlarge the behavioral repertoire of the students and give them new alternatives for interacting with their social environment. The ability to abstract from and analyze experience is of limited use if it is combined with a limited awareness of experience. The self-awareness skills will help students to be more fully in touch with their own experience, making the environment more available to them.

Special Considerations

Consistent differences do exist in the way persons of different ages respond to these activities. For example, children in elementary school and adults tend to be uncomfortable in an exercise that involves talking to someone whom they cannot see. Adolescents often respond to the same experience by saying, "I could listen to my partner better because I didn't have to think about how I looked while he was talking." For them the comfort of not being looked at compensates for any discomfort arising from lack of visual feedback.

Choice of Partners

Younger boys are usually unwilling to have girls as partners, and vice versa. Adolescents, on the other hand, whether or not they choose a partner of the opposite sex, at least consider such a choice. Boys at the secondary level may be very uncomfortable about ending up with another boy for a partner. The teacher should be aware of this shift in attitudes and should become aware of any embarrassment students may be feeling.

At the elementary level the teacher may want to say the following: "I notice that boys usually choose boys for partners and that girls usually choose girls. That's all right. When we are getting to know people, it is easier to start with those who are most like ourselves. After a while you may try something harder and choose a partner who is different from yourself. That is, if you are a boy, choose a girl; if you are a girl, choose a boy."

During a discussion with secondary students as to why certain partners were chosen, the teacher may wish to say the following: "If your partner was a girl, think about whether it would have been

different to get to know a boy in this way, or vice versa. Do you think it would have been different? You might want to find out at another time."

Examination of Stereotypes

At either the elementary or secondary level, the opportunity to choose offers students the possibility of examining the stereotypes they may have formed about the opposite sex. This exercise is more interesting for secondary students than for younger children. If the teacher wishes to help the secondary students explore this area, he can begin by saying: "You have some interesting ideas about what girls think or like or dislike. Some girls are present here. Would you like to ask them questions about what they think or like or dislike?"

One of the developmental tasks of the adolescent is to learn to form working relationships with members of the opposite sex. Bringing the stereotypes they hold about one another into a confrontation with reality can help the students to succeed at this task. As racial or religious stereotypes emerge, they can be dealt with in the same way. The teacher should, however, remind the group that no one needs to answer any question that he does not want to answer. And the teacher should help the students to be comfortable about saying, "I don't like answering that question."

Characteristics of Discussion

The length, depth, and direction of the discussion differ according to the ages of the students. Children in elementary school can rarely continue a discussion until everyone has had a turn if more than 15 children are in the group. Talking is enjoyable, but listening is hard. The teacher will often have to break off the discussion by saying the following: "I know that some of you have things to say, but it is important that you are listened to. We have been sitting still for so long that it is getting hard for people to listen. Try to remember how you are feeling about this matter, and we will talk about it again."

Adolescent groups are capable of pursuing a discussion over a much longer period of time than are elementary students. Each question the teacher presents to an older group stimulates more responses and is more likely to elicit questions. An exercise may be discussed more than once so that the students can reprocess the experience several times, each time bringing forth new observations, insights, and inferences.

Integration into Curriculum

The introduction of this curriculum guide into the secondary school will probably require its being integrated into a particular

subject-matter area. Conceived of as a communications unit, the guide will perhaps fit most conveniently into a creative writing class where the effective communication of unique personal experience is an appropriate goal. A *senior problems class or, indeed, any teaching* situation where students are involved in group projects and group problem solving or where a high level of openness in class interaction is desired may also benefit from the use of this guide.

Evaluation

Because the threat of being graded introduces anxieties that militate against the kind of growth this curriculum is designed to promote, no attempt has been made to design a way of evaluating pupils according to their achievement of the curriculum goals presented here. However, other kinds of evaluation demand our attention.

Teachers need to be able to answer questions about the degree to which educational goals have been attained. As to this curriculum guide, it is necessary to ask how the students who have had these experiences are different from those who have not. Also to be asked is how these differences will become evident in the things the students do and say.

Each lesson in this curriculum guide includes objectives stated in terms of student behavior. In cases where the goal behaviors are unobservable, performance criteria that can be assumed to demonstrate the attainment of the goals are included. The teacher is thereby enabled to arrive at an evaluation of achievement by rereading the goals and criteria after the lesson and estimating the degree to which evidence of the achievement of each goal is seen.

A more systematic method of evaluation is to read the goals to the students and ask each of them to indicate whether each of the goals was attained as far as his own learning was concerned. Students may indicate that a goal was unachieved, by the use of number 1; that a goal was partially achieved, by the use of number 2; and that a goal was achieved, by the use of number 3. This evaluation must be performed anonymously, and the students must understand that the teacher is looking not for praise but for insight into what is being accomplished in the class. The question sheet should have space in which a student can (1) tell what he liked and did not like about a particular lesson; and (2) write additional comments and suggestions.

Occasionally, another kind of information useful in evaluation can be obtained from the taping of a discussion. The teacher can analyze the tape to determine how many students are speaking in the discussion; what is the nature of the contributions each is making;

and whether the discussion offers evidence that the goals of the lesson were met.

The goals of this curriculum guide are, however, greater than the combined goals of the lessons contained in it; they concern the personal growth of the students, their capacity to form and understand relationships, and the development of a cohesive participative group that supports the growth of its members. The teacher should arrange periodic appointments with each student to discuss the list of goals presented in this guide and to evaluate progress jointly with the student. These evaluations can be shared with parents during parent-teacher conferences. The comments of the parents can be written down and filed together with the student-teacher evaluation as a bench mark against which future progress can be measured.

Self-Development Opportunities

Crucial to the implementation of this curriculum guide is the ability of the teacher to help children deal with immediate experience in an inquiry-oriented manner; therefore, the most important resources are internal to the teacher. Teachers who wish to expand their ability to work with children in the inquiry-oriented manner may wish to take advantage of opportunities for self-development, including attendance at workshops on Gestalt techniques applicable in classroom situations; participation in human development programs; training in methods of dialogue, including "inquiry training"; and enrollment in courses on group dynamics and communication offered by the University of California Extension.

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